**American Government Performance Based Assessment (PBA) Study Guide**

**February 16, 2015 – March 9, 2015**

**Carefully review the content provided, and answer the numbered questions on a separate sheet of paper.**

**Due: March 4/5, 2015 (Part I: Historic Documents – 28 questions, 2-5 pts. each = 59pts)**

**Due: March 9, 2015 (Part II: Civic Participation, Basic Principles of Government, Structure and Function of Government, Role of the People – 25 questions, 2-3 pts. each = 51 pts.)**

**Historical Documents: Basic Principals**

**CS#6: Federalist vs. Anti-Federalist on the issue of limited government.**

**Content Elaborations**

When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.

One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the “necessary and proper” and “supremacy” clauses rendered ineffective any limitations on the powers of the national government.

Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.

1. ***Define Federalist and Anti-Federalist.***
2. ***What were the key arguments during the ratification debate as to amount of power the national government should have. List Federalist and Anti-Federalist arguments.***
3. ***Who won the overall debate on the basic principles of government, and what success did the Anti-Federalists achieve.***

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**CS#8: Bill of Rights and Ratification of the Constitution. Relate Arguments over the need for Bill of Rights to the language of one of the 10 Amendments.**

**Content Elaborations**

A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens.

The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1 – 9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.

1. ***Define/Identify the Bill of Rights***
2. ***Explain why the Bill of Rights was added to the Constitution.***
3. ***What kinds of rights were protected by the Bill of Rights?***
4. ***Which group/party wanted a Bill of Rights and why?***

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| **CS#9: The Reconstruction Era prompted Amendments 13-15 to address the aftermath of slavery and the Civil War. Summarize how the 13th, 14th, and 15th Amendments addressed the aftermath of slavery.**  **Content Elaborations**  The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to “reconstruct” the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln’s original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson’s Reconstruction plan.  Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction.  The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens’ rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color or previous condition of servitude.   1. ***What was the primary cause of the American Civil War?*** 2. ***Define Reconstruction*** 3. ***During Reconstruction which Amendment to the Constitution abolished slavery?*** 4. ***How did Southern states react to the Reconstruction requirement?*** 5. ***What other amendments were passed and how did they address rights of the newly freed slaves?***   ---------------------------------------------------------------------------------------------------------------------------------------  **CS#10: Amendments 16-19 to calls for reform during the Progressive Era. Summarize how those amendments addressed calls for reform.**  **Content Elaborations**  The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use and suffrage.  Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.   1. ***Define the Progressive Era.*** 2. ***Where did Progressive reforms begin*** 3. ***How many Progressive ideas were transformed into constitutional amendments, and what issues did these amendments address.*** 4. ***What specifically did the 16th Amendment do?*** 5. ***How did the 17th Amendment make the United States more democratic?*** 6. ***Define Prohibition, and list the problems that proponents of prohibition linked to alcohol consumption.*** 7. ***Define Suffrage.*** 8. ***How did the 19th Amendment address suffrage?***   ---------------------------------------------------------------------------------------------------------------------------------------  **CS#11: Four Amendments have provided for extensions of suffrage to disenfranchised groups. Cite evidence to show that the Constitution has been repeatedly amended to extend suffrage to disenfranchised groups.**  **Content Elaborations**  A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people.  Amendment 15 prohibits the denial of suffrage to people because of race, color or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War, but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.   1. ***Explain in a 3T Paragraph how Amendment 15, Amendment 19, and Amendment 24 extended or protected the voting rights for certain groups of people.* (5 pts)**   ---------------------------------------------------------------------------------------------------------------------------------------  **CS#12: Five amendments have altered provisions for election, terms, and succession to address changing historical circumstances. Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential elections, terms, and succession.**  **Content Elaborations**  Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms and succession.  **Amendment 12** altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800.  The main provisions of **Amendment 20** shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid “lame duck” periods in the transition from one administration or session to another.  **Amendment 22** imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington.  **Amendment 23** provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections.  Presidential succession and disability were addressed by **Amendment 25**. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability.   1. ***Explain how the 12th Amendment altered how the Electoral College.*** 2. ***Explain the purpose of the 20th Amendment and why it was added to the Constitution.*** 3. ***Why was the 22nd Amendment passed, and what historical circumstance was the catalyst for its adoption?*** 4. ***Explain the purpose of the 23rd Amendment and why it was adopted.***   **---------------------------------------------------------------------------------------------------------------------------------------**  **CS#13: Amendments 11, 21, and 27 have addressed unique historical circumstances. Describe the unique historical circumstances surrounding the adoption of those amendments.**  **Content Elaborations**  Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified.  **The 11th Amendment** was proposed in 1794, one year after the Supreme Court ruled in *Chisholm* v. *Georgia* (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution.  Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920’s. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the **21st Amendment**, which repealed the 18th Amendment.  Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the **27th Amendment** was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980’s renewed interest in the amendment and it was ratified in 1992.   1. ***Explain the historical circumstances surrounding the adoption of the 11th Amendment, and what Supreme Court case led to its adoption.*** 2. ***What led to the adoption of the 21st Amendment – give specifics.*** 3. ***Which amendment to the Constitution was the last, when was it proposed, when was it adopted, and do you think it is a good amendment?***   ***---------------------------------------------------------------------------------------------------------------------------------------***  **Civic Participation Skills:**  **CS#3: Issues can be analyzed through the critical use of information from public records, surveys, research data, and policy positions of advocacy groups. Prepare and use documents from those listed and explain how each source can be relevant, and used to describe the perspective or position of each source.**  **Content Elaborations**  Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources.  Public records can include sources such county tax records, a report issued by a state agency or the *Congressional Record*.  Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals).  Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students.  Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues.  Considerations involved with determining the credibility of sources include:   The qualifications/reputation of the writer and/or organization;   The circumstances in which the source material was generated;   Internal consistency and agreement with other credible sources;   Use of supporting evidence and logical conclusions; and   Evidence of bias or unstated assumptions.   1. ***Identify a local civic issue and how you might go about researching that issue.*** 2. ***Explain how bias must be addressed when researching issues.*** 3. ***List a credible and not-credible source for your issue***   ---------------------------------------------------------------------------------------------------------------------------------------  **CS#4: The process of persuasion, compromise, consensus building, and negotiation contribute to the resolution of conflicts over differences. Identify a civic issue and explain how the use of these skills is used to resolve opposing positions on a civic issue.**  **Content Elaborations**  Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation. Compromise is a process of making concessions to settle differences.  Consensus building is a process of working toward achieving general agreement within a group.  Negotiation is a process of settling differences through a discussion of issues.  These processes come into play by varying degrees during activities related to governing.   1. ***Explain a situation in which compromise was reached on a civic issue at the local, state, national, or international level.*** 2. ***What does “consensus building” refer to/mean?*** 3. ***Identify current national issue that is in the negotiation process.***   ---------------------------------------------------------------------------------------------------------------------------------------  **Basic Principals of the U.S. Constitution:**  **CS#5: As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with those governed.**  **Content Elaborations**  Basic principles which help define the government of the United States include but are not limited to **popular sovereignty, limited government, federalism, separation of powers, and checks and balances.**  **Popular sovereignty** is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed.  The principle of **limited government** holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.  **Federalism** is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.  The principle of **separation of powers** requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.  **Checks and balances** constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.  These principles were introduced in grade eight.   1. ***Define “Popular Sovereignty” and explain a situation that illustrates your understanding of the term.*** 2. ***Define “Limited Government” and explain a situation that illustrates your understanding of the term.*** 3. ***Define “Federalism” and explain how it works in the United States, giving examples at each level of government.*** 4. ***Define “Separation of Powers” and explain the dynamics of how it works at the national, state, and local levels.*** 5. ***Define “Checks and Balances” and give examples of how each branch of government can “check” or “balance” the powers/actions of the other branches.***   **---------------------------------------------------------------------------------------------------------------------------------------**  **CS#7: Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.**  **Content Elaborations**  The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented and implemented in a variety of ways. The alternative processes for **formally amending** the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced and/or made inoperable provisions of the original document and previous amendments. The **U.S. Supreme Court**, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of **judicial review**, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional. The U.S. **Congress, in enacting legislation**, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles. **Informal practices** also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress’ need for information to help draft new legislation.   1. ***Explain how the Constitution can be “formally amended”.*** 2. ***Discuss the role of U.S. Supreme Court in how the Constitution is interpreted/clarified.*** 3. ***Define “Judicial Review”, identify the Supreme Court case that established it, and give an example of how it has been used in recent history.*** 4. ***Describe Congress’ role in how the Constitution is modified/changed.*** 5. ***How do “Informal Practices” change how constitutional government has been implemented, give a specific example.***   ---------------------------------------------------------------------------------------------------------------------------------------  **Structure and Functions of the Federal Government:**  **CS#14: Law and public policy are created and implemented by the three branches of government; each functions with its own set of powers and responsibilities.**  **Content Elaboration:**  Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.   1. ***What power(s) does the Legislative Branch have, give an example of a law or policy affected?*** 2. ***What power s) does the Executive Branch have, give an example of a law or policy affected?*** 3. ***What power(s) does the Judicial Branch have, give an example of a law or policy affected?***   ---------------------------------------------------------------------------------------------------------------------------------------  **CS#15: The political process creates a dynamic interaction among the three branches of government in addressing current issues.**  **Contend Elaboration:**  Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.   1. ***Describe a historical example of the interaction of between the three branches of government, e.g. civil rights.*** 2. ***Describe a contemporary example of the interaction between the three branches of government, e.g. immigration.***   --------------------------------------------------------------------------------------------------------------------------------------- | |
| **Role of the People:**  **CS#16: In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.**  Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.   1. ***What is the most basic way a citizen can exercise their rights in the United States?*** 2. ***Describe a scenario of how you would exercise your rights if the State of Ohio was considering raising the driving age to 18 and you were against the change. (provide 3-5 ways)*** 3. ***Describe a scenario of how you would exercise your rights if the State of Ohio was considering legalizing the recreational use of marijuana and you were in favor of the change. (provides 3-5 ways)***   --------------------------------------------------------------------------------------------------------------------------------  **CS#17: Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.**  Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.   1. ***Explain how each branch of government helped extend civil rights to a marginalized group either through a law, executive action, judicial decision, or constitutional amendment.* (3 pts.)**  * ***Legislative Branch -*** * ***Executive Branch -*** * ***Judicial Branch –*** | |
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